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ABSTRACT

This booklet highlights the role of Michigan's community colleges in meeting the state's economic development and job training needs. First, background information is presented on the state's 29 community colleges, investments in the colleges, enrollments, the changing student profile, and program areas in which students are enrolled. The next sections of the booklet focus on the ways in which the colleges have planned their programs and services to meet the needs of their immediate service areas; and the educational, social, and economic outcomes of these programs. Next, the ways in which the specific training and educational needs of business and industry can be met through contract programs, professional upgrading courses, and conferences and seminars are outlined. The next section highlights the role of community colleges in helping revitalize Michigan's economy through upgrading the skills of the workforce in areas such as microprocessors, numerical control, statistical process control, word processing, and telecommunications; through the retraining of displaced workers; through program and course planning for Michigan's current and emerging economy; and through cooperation with local economic development councils, chambers of commerce, and small business associations. (HB)

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The Impact of Community Colleges on Michigan and Its Economy

"Michigan's community colleges play a key role in meeting the economic development and job training needs of the state. The 29 community colleges comprise a valuable delivery system for job training and retraining. They are partners with business, industry, labor and state and local government in promoting Michigan's economic revitalization."

James J. Blanchard
Governor of Michigan

One of the highest concentrations of skilled workers in the world exists in a corridor extending from Michigan through southern Ohio. This skilled labor force is going through a transition brought on by economic dislocations in the industrial base of the region and by rapidly changing technology.

Upgrading the skills of this workforce and retraining the employed and displaced worker has been assigned a top priority by both national and state government.

Michigan community colleges are making significant contributions to this commitment by providing the training now needed to hold this labor sector in place and to prepare it for the economy of the future.

Both in the short-term impact of producing students prepared for jobs in today's changing employment market and in the long-term investment of contributing to the human capital required for a viable economy, Michigan can rely on its community colleges as a positive influence in the future.

Community and junior colleges were established by the citizens of Michigan in response to the demand from their communities for quality post-secondary education conveniently located and reasonably priced. Today, Michigan has a network of 29 publicly supported community colleges which provides comprehensive programming to meet academic, transfer, occupational, developmental, counseling and lifelong learning needs, as well as community service needs. These colleges are strategically located so that approximately 95 percent of Michigan's residents are within 30 miles of one or more of these "open admissions" community colleges.

By emphasizing courses and programs which provide students with employment skills, community colleges provide a significant function in the state's educational system. With today's rapidly changing economic climate, the demand for community college programs and services is even greater, as evidenced by their continued enrollment growth. Ten years ago, the community colleges enrolled 126,000 students, less than one-third of the total students enrolled in Michigan institutions of higher education. In 1981-82, community colleges enrolled over 238,000 students, which represents more than 44 percent of all students enrolled in Michigan institutions of higher education.

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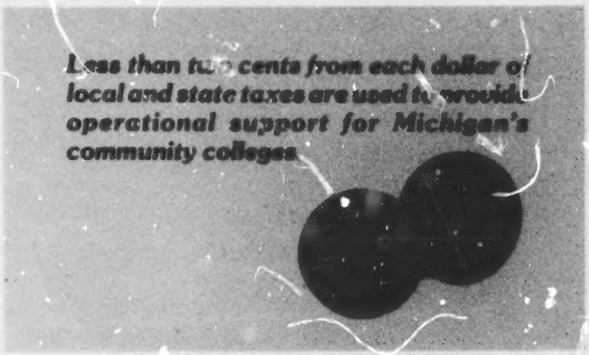
The residents of the community college districts have invested significant dollars in their community colleges -a total of over $730 million has been invested in the institutions' physical plants. Two-thirds of this investment has come from local sources.

Physical Plant Investment

Now that the local communities have made this capital investment in their community colleges:


Less than two cents from each dollar of local and state taxes are used to provide operational support for Michigan's community colleges.

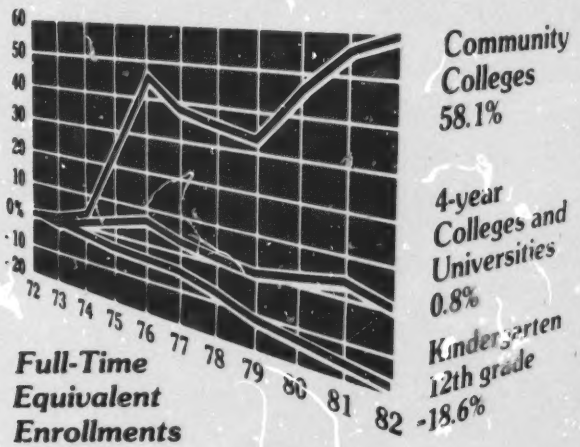
Other operational support comes from tuition, fees, and private gifts. In return for this investment, Michigan community colleges provide a substantial share of the skilled employees needed for the economic success of local business and industry. And, with the movement to draw new technology business and industry into the state, Michigan community colleges are a vital asset, indeed, one of the absolute necessities, for the successful execution of this goal. Examples follow which demonstrate how the community colleges are meeting these challenges, and what Michigan residents are getting in return for their investment.

"We're a working family. My wife works in an accounting office. I work in a supermarket. I'm studying business administration at a community college. What kind of future do you think I'd have without that college?"

Frank Murray
Community College Student

The community colleges are serving a diverse, changing student population. Many of these students could not get the education and training they need if it were not available locally through their community colleges.

Because community colleges plan their programs to meet their residents' needs, enrollments at Michigan community colleges continue to increase. At the same time, K-12 enrollments are decreasing, while four-year college enrollments have leveled off and are beginning to decline.



Full-Time Equivalent Enrollments

The actual number of students attending community colleges is increasing even more dramatically. From 1971-72 to 1981-82, Michigan four-year college headcount enrollments increased by about 8 percent, while those of the community colleges increased by over 88 percent! This is due in part to the fact that an increasing number of students in post-secondary education are attending part-time.

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The changes since 1971 in the community college student reflect more than just increased numbers, however. Who is attending and why they are attending have also changed:

1. **Mature adults** are turning to Michigan community colleges in ever-increasing numbers. It is estimated that:

   1 out of 2 students is 24 years old or older

   1 out of 4 students is 30 years old or older

   This is a dramatic change from early community and junior college days when the majority of the students were right out of high school.

2. **Working adults** are coming to community colleges for their training. Over two-thirds of Michigan's community college students are employed, and approximately half of these are employed full-time. A majority of these employed students would not be able to leave their jobs to attend colleges outside their communities.

   In order to meet the needs of this large number of older and employed students, the community colleges offer approximately 37 percent of their courses during the evenings and on weekends.

3. **Displaced employees** are also turning to the community colleges for retraining. For example, during 1981-82:

   18 Michigan community colleges enrolled over 3,400 students in the Trade Readjustment Allowance (TRA) program.

   25 Michigan community colleges provided CETA programs for over 6,000 students.

In addition, other groups not traditionally well represented on college campuses are enrolling in the community colleges. During 1981-82, approximately 54 percent of the Michigan community college students were **women**. Over half of the **veterans** receiving education benefits in Michigan are attending community colleges. **Racial minorities** account for approximately 16 percent of the total number of students attending Michigan community colleges.

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"I want to qualify for a better job in the information processing field, but I am not in a position to leave my current job to attend college. My community college is providing me with a convenient opportunity to pursue training in computer information systems and continue to work."

Linda Petee
Community College student

Most students are attending community colleges for employment-related training or education.

The changing education and training needs of the communities and the changing needs of the students are reflected in the program choices of community college students. During 1981-82, more than twice as many students enrolled in Michigan community colleges to prepare for a new job or to improve job skills as compared to those who enrolled for transfer to a four-year institution. Again, this is a significant change from the early junior college days, when a greater portion of students attended with the intention of transferring to a four-year institution.

This change is evidenced by the areas in which Michigan community college students actually enroll:

Areas of Enrollment 1981-82

During 1981-82, more than 185,000 students enrolled at Michigan community colleges in courses or programs designated as occupational in nature. Of these students, more than half were women, and approximately one in six was a minority student, including Black, Hispanic, and American Indian. These also included approximately 6,000 disadvantaged, 1,700 handicapped, and 600 Limited English Proficiency students, all groups which typically have had high unemployment rates.

"Like my father, Charles Stewart Mott, I feel that community colleges are vital because they meet the nuts and bolts needs of their areas. Many of the 4,000 students expected to enroll this year in a new program at our local community college will be General Motors workers who need retraining to operate high-tech equipment.

C.S. Harding Mott
Chairman
Charles Stewart Mott Foundation

Community colleges plan their services to meet the specific needs of their regions.

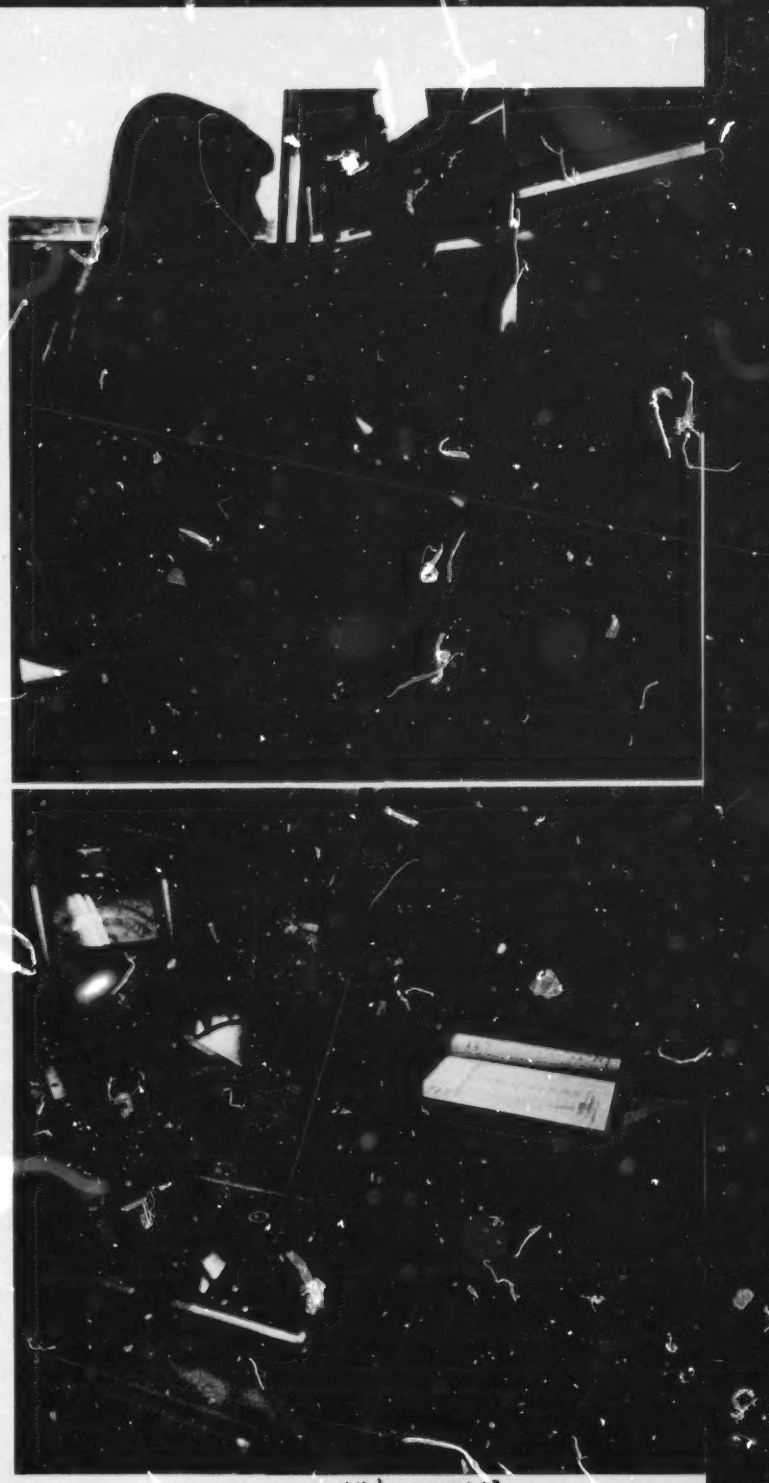
Michigan community colleges have always planned their programs and services to meet the needs of their immediate service areas and regions, rather than attempting to compete with institutions located in other areas. This planning can be demonstrated in many ways:

1. The community colleges have developed their programming around the needs of their local areas and residents. Michigan community colleges utilize advisory committees comprised of area professionals and local experts for each occupational program they offer. These advisory committees provide input concerning everything from local need for the program to the content of the program. This approach ensures that Michigan community college programs are both up to date and meeting local needs.

   As a result, programs, such as nursing, which meet a statewide need are located in all areas of the state. By contrast, apprenticeship programs are concentrated primarily in the southern half of the Lower Penninsula, where most of the state's manufacturing is located.

   On a smaller scale, wood harvest safety, forest technology, and forestry courses and programs are concentrated in the Upper Peninsula, where the timber industry is primarily located.

   Ski area management is offered in the Upper Peninsula, while concrete technology is offered only in the northeastern Lower Peninsula where the limestone quarries are located.



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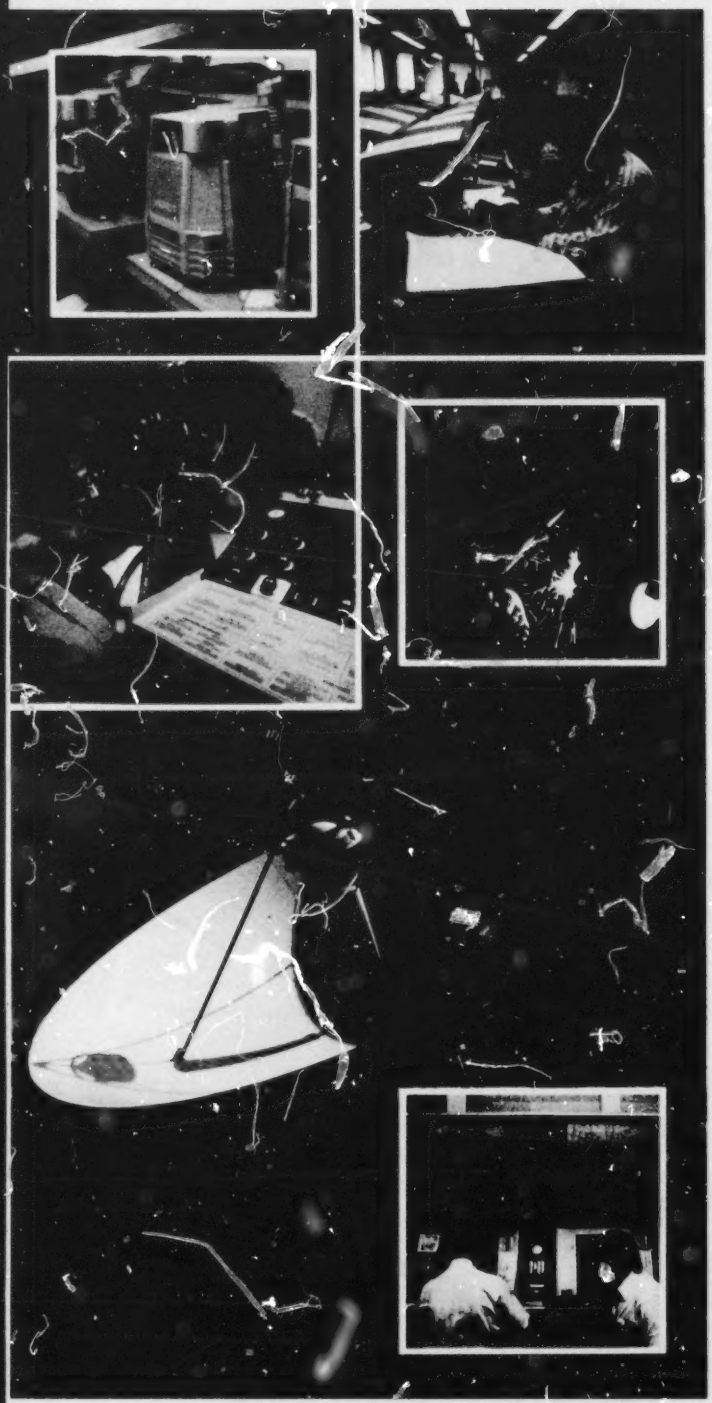


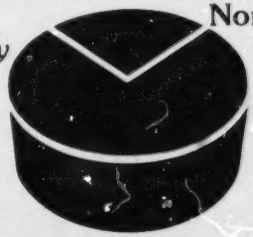
2. Community colleges work closely with their communities in developing new programs and courses. Michigan community colleges work directly with representatives of business, industry, and the public sector in determining educational needs and in developing courses and programs designed to meet their specific needs.

   In the last three years alone, new courses and programs developed to meet the needs of business and industry now enroll over 14,000 Michigan community college students. Most of these courses and programs would not have been available in the local areas if it were not for the community colleges.

   The community colleges not only develop new programs; they are constantly monitoring existing programs in order to eliminate or revise programs to ensure they meet the current needs of the community. Examples include Secretarial programs updated to include Word Processing, Drafting and Design programs to include Computer Aided Design, Manufacturing Technology programs to include Robotics, and Data Processing programs to include Computer Programming and Operations.

3. Most of the students enrolled at Michigan Community Colleges are residents of their own community college district, and most of them commute to their college.

Michigan Community College Students 1981 - 82



4. Since the programs and services are designed to meet local needs, most Michigan community college graduates remain in Michigan after graduating. This has occurred during a period of time when there has been a great deal of publicity about Michigan residents leaving the state in order to find employment in other areas of the country. Over the last few years, more than 90 percent of Michigan's community college graduates have stayed in the state. As a result, the communities are getting an excellent return for their investment in the education of these students.

"The community college has been very responsive to the needs of Saginaw Steering Gear Division, particularly in training employees and working jointly on projects. Together we have developed an important industrial-college link to meet the training and retraining requirements of the future."

W. Blair Thompson
General Manager
Saginaw Steering Gear Division
General Motors Corporation

Community colleges work closely with business and industry to meet their specific training and education needs.

The specific training and education needs of business and industry are met by tailoring existing courses, and by offering conferences and seminars.

Courses: Community colleges offer many courses which specifically meet the needs of business and industry in their local areas. The importance of these courses to job performance is recognized by both employers and employees. During 1981-82, Michigan community colleges identified:

over 3,100 employers paid for more than 32,000 employees to take courses for job improvement.

Contract Programs: In many instances, businesses and industries contract directly with community colleges to provide training tailored for their specific needs. For example, in 1981-82, industry contracted with Michigan education institutions for apprenticeship training for 15,915 students -- over 7,500 of these apprentices attended Michigan community colleges.

As other examples, in 1981-82, members of the banking industry contracted with Michigan community colleges to provide training for over 2,000 of their employees.

Other businesses and industries similarly contracted for specific training for over 4,900 of their employees. Included were courses in communications, fast food management, shopping center management, supervisory skills, robotics, sales techniques, business math, microcomputer programming, and quality control.

Similar contract programs were provided for the public sector. Public sector agencies contracted with Michigan community colleges for staff training for over 8,000 employees, including over 1,050 employees in adult foster care and day care provider training.

The community colleges provide a significant number of professional upgrading and continuing education unit courses that are in addition to their regular academic scheduling. For example, in 1981-82, tailored **professional upgrading courses** were provided by Michigan community colleges for:

Over 4,000 professionals
7,800 business persons
4,200 persons employed by industry
Over 5,500 public service agency employees

In addition to courses and programs, community colleges have recognized the need for professional upgrading through **conferences and seminars.** The number of attendees at these has more than doubled in the last two years. During 1981-82, conferences and seminars were provided by Michigan community colleges across the state for professional upgrading for:

Over 17,000 professionals
9,100 business persons
4,700 persons employed by industry
18,000 public service agency employees

Although the figures are not yet complete, the estimates show a substantial increase for 1982-83.

As Michigan comes out of the recession, the community colleges have a necessary role in revitalizing the economy.

"Community colleges have been Michigan's greatest strength in recent years. They may yet be our salvation."

Hunter W. Henry
President
Dow Chemical U.S.A.

Michigan community colleges have changed significantly over the past two decades. During the early 1960's, they were often known as "junior colleges," and their primary purpose was to provide the first two years of coursework leading toward the baccalaureate degree.

This purpose was expanded during the late 1960's and early 1970's to include programs in community education and in occupational education. During this period, they became known as "comprehensive community colleges."

Most of the early occupational programming was to provide students with job entry skills in response to the increasing number of high school graduates who were entering the job market each year. Typical of the programs developed during this period of time were one and two-year programs in fields such as automotive and electronic technology, auto body repair, nursing, radiologic technology, hotel/motel management, data processing, and secretarial.

In order to help revitalize Michigan's economy, the community colleges are now significantly expanding their role in the state. Michigan community colleges are taking the lead in many areas in response to the changing demands:

Upgrading the skills of the workforce: It is now estimated that the volume of scientific and technical information doubles approximately every five and one-half years. This creates a demand for constantly upgrading the skills of the currently employed. In order for business and industry to remain competitive, their employees must be current on the latest technology. Michigan community colleges are helping business and industry meet this challenge by working closely with them to assess their new training needs and by tailoring training to meet these needs.

As an example, in 1981-82, business and industry contracted with Michigan community colleges for special training for over 14,000 employees, and paid for upgrading coursework for over 32,000 additional employees. Areas in which Michigan community colleges have offered instruction for upgrading of employees' skills include microprocessors, numerical control, statistical process control, word processing, and telecommunications.

Retraining of displaced workers: Due to the technology changes, many jobs which existed in business and industry were eliminated during the recent recession. It is generally recognized that many of the currently laid-off workers will never return to their former positions. As a result, these displaced workers are turning to the community colleges for retraining in skills which will qualify them for new jobs which are resulting from the rapidly changing technology. The Michigan community colleges are responding to the needs of these displaced workers by developing programs and services to assess their current skills and by placing them in programs which will prepare them for the new positions, while allowing them to avoid duplicating coursework in areas in which they already possess competent skills.

Program and course planning for Michigan's current and emerging economy: Program and course planning for the future continue this trend of responding to current and anticipated needs. Courses and programs which are being planned for the near future by Michigan community colleges include laser technology, computer aided design, robotics, petroleum engineering technology, and cardiovascular technology. More than fifty of the programs and courses proposed for the near future by Michigan community colleges are related to new technology.

Other economic development activities: The community colleges' commitment to participate in the revitalization of Michigan's economy does not end with meeting training and educational needs. The community colleges are contributing directly to the economic development of their communities. Examples of these efforts include participation on local economic development councils, Private Industry Councils, Chambers of Commerce, and small business associations. Further, the community colleges have formed a statewide consortium called the Community College Economic Development and Job Training Network. This network allows the community colleges to coordinate their economic development activities on a statewide basis, and it facilitates cooperation with agencies involved directly and indirectly with economic development.

Michigan community colleges also recognize the human aspects involved in adapting to the changing work environment precipitated by technological advances. Programs are planned for training in quality circle techniques and management acumen, while "Quality of Work Life" programs are already available through the community colleges to assist business and industry in improving labor/management relationships.

This brochure, developed by Michigan community colleges, places major emphasis on the training and retraining capabilities of the two-year college system. This is not to suggest, however, that community colleges have abandoned their traditional role as a viable option for the first two years of college for students seeking a classical liberal arts, sciences, and humanities education before transfer to a senior institution or employment consideration.

Community colleges in Michigan have demonstrated their ability to adapt quickly in order to respond to a wide variety of community needs and interests. Nowhere has this ability to adapt been more dramatic than with the state's business and industrial sector.

Michigan community colleges represent the logical cost-effective training system for a significant portion of the educational requirements of industry and business and the professions.

The partnership in Michigan that now exists between the community college campus and the corporation is growing and changing rapidly, as both parties find mutual benefit in their association.

It is a partnership that says Michigan can look with confidence to its community colleges as a true success story.

Research Committee

Dr. Richard Galant, *Washtenaw Community College*; Dr. James Homan, *Henry Ford Community College*; Mr. James Meznek, *Schoolcraft College*; Dr. Gene Packwood, *Research Committee Chairperson, Delta College*; Dr. Diane Smolen, *Lansing Community College*.

Further information on this report may be obtained by contacting Dr. Gene Packwood, Delta College, University Center, MI 48710 (517-686-9216)

Any information in this report may be used as necessary. Additional copies are available from your community college.

This research report was sponsored by the 29 publicly supported community colleges of Michigan. Published January, 1984, at Delta College.

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